

## Brockman Elementary

2245 Montclair Dr.  
Columbia, SC 29206

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	283 Students	
<b>Principal</b>	Reggie Revis	803-790-6743
<b>Superintendent</b>	Dr. Allen J. Coles	803-231-7500
<b>Board Chair</b>	Lane Quinn	803-231-7556

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	4	0	0	0

## IMPROVEMENT RATING

BELOW AVERAGE

## ADEQUATE YEARLY PROGRESS

YES

This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Excellent	Below Average	Yes
<b>2004</b>	Good	Unsatisfactory	Yes
<b>2005</b>	Excellent	Average	Yes
<b>2006</b>	Good	Below Average	Yes

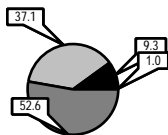
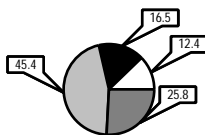
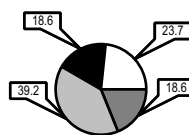
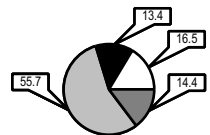
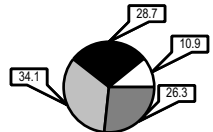
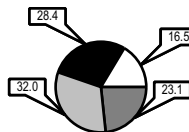
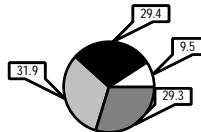
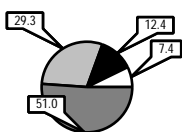
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

100.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	97	100.0	1.0	37.1	52.6	9.3	72.2	Yes	Yes
<b>Gender</b>									
Male	44	100.0	2.3	40.9	50.0	6.8	68.2	N/A	N/A
Female	53	100.0	0.0	34.0	54.7	11.3	75.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	70	100.0	1.4	31.4	55.7	11.4	81.4	Yes	Yes
African American	24	100.0	0.0	54.2	41.7	4.2	45.8	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	80	100.0	1.3	27.5	60.0	11.3	78.8	N/A	N/A
Disabled	17	100.0	0.0	82.4	17.6	0.0	41.2	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	97	100.0	1.0	37.1	52.6	9.3	72.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	96	100.0	1.0	37.5	52.1	9.4	71.9	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	14	100.0	0.0	64.3	35.7	0.0	42.9	I/S	I/S
Full-pay meals	83	100.0	1.2	32.5	55.4	10.8	77.1	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	96	100.0	11.5	45.8	26.0	16.7	61.5	Yes	Yes
<b>Gender</b>									
Male	43	100.0	7.0	39.5	32.6	20.9	67.4	N/A	N/A
Female	53	100.0	15.1	50.9	20.8	13.2	56.6	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	69	100.0	4.3	46.4	27.5	21.7	68.1	Yes	Yes
African American	24	100.0	25.0	50.0	20.8	4.2	45.8	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	79	100.0	6.3	44.3	29.1	20.3	68.4	N/A	N/A
Disabled	17	100.0	35.3	52.9	11.8	0.0	29.4	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	96	100.0	11.5	45.8	26.0	16.7	61.5	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	95	100.0	11.6	45.3	26.3	16.8	62.1	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	14	100.0	50.0	28.6	14.3	7.1	35.7	I/S	I/S
Full-pay meals	82	100.0	4.9	48.8	28.0	18.3	65.9	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	96	100.0	22.9	39.6	18.8	18.8	37.5
<b>Gender</b>							
Male	43	100.0	14.0	32.6	30.2	23.3	53.5
Female	53	100.0	30.2	45.3	9.4	15.1	24.5
<b>Racial/Ethnic Group</b>							
White	69	100.0	17.4	34.8	24.6	23.2	47.8
African American	24	100.0	37.5	54.2	4.2	4.2	8.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	79	100.0	19.0	36.7	22.8	21.5	44.3
Disabled	17	100.0	41.2	52.9	0.0	5.9	5.9
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	96	100.0	22.9	39.6	18.8	18.8	37.5
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	95	100.0	23.2	38.9	18.9	18.9	37.9
<b>Socio-Economic Status</b>							
Subsidized meals	14	100.0	50.0	35.7	7.1	7.1	14.3
Full-pay meals	82	100.0	18.3	40.2	20.7	20.7	41.5

<b>Social Studies</b>							
All Students	96	100.0	15.6	56.3	14.6	13.5	28.1
<b>Gender</b>							
Male	43	100.0	11.6	53.5	14.0	20.9	34.9
Female	53	100.0	18.9	58.5	15.1	7.5	22.6
<b>Racial/Ethnic Group</b>							
White	69	100.0	8.7	55.1	17.4	18.8	36.2
African American	24	100.0	33.3	58.3	8.3	0.0	8.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	79	100.0	12.7	57.0	15.2	15.2	30.4
Disabled	17	100.0	29.4	52.9	11.8	5.9	17.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	96	100.0	15.6	56.3	14.6	13.5	28.1
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	95	100.0	15.8	55.8	14.7	13.7	28.4
<b>Socio-Economic Status</b>							
Subsidized meals	14	100.0	28.6	57.1	7.1	7.1	14.3
Full-pay meals	82	100.0	13.4	56.1	15.9	14.6	30.5

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	35	100.0	5.9	20.6	67.6	5.9	73.5
	4	31	100.0	3.3	20.0	73.3	3.3	76.7
	5	19	100.0	5.0	35.0	55.0	5.0	60.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	43	100.0	2.3	30.2	53.5	14.0	67.4
	4	26	100.0	0.0	38.5	57.7	3.8	61.5
	5	28	100.0	0.0	46.4	46.4	7.1	53.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	35	100.0	5.9	58.8	29.4	5.9	35.3
	4	31	100.0	6.7	30.0	46.7	16.7	63.3
	5	19	100.0	10.0	50.0	10.0	30.0	40.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	43	100.0	14.0	46.5	27.9	11.6	39.5
	4	26	100.0	7.7	38.5	34.6	19.2	53.8
	5	27	100.0	11.1	51.9	14.8	22.2	37.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	35	100.0	23.5	44.1	29.4	2.9	32.4
	4	31	100.0	13.3	26.7	36.7	23.3	60.0
	5	19	100.0	20.0	40.0	15.0	25.0	40.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	43	100.0	20.9	44.2	16.3	18.6	34.9
	4	26	100.0	26.9	30.8	30.8	11.5	42.3
	5	27	100.0	22.2	40.7	11.1	25.9	37.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	35	100.0	11.8	47.1	32.4	8.8	41.2
	4	31	100.0	6.7	43.3	33.3	16.7	50.0
	5	19	100.0	10.0	60.0	10.0	20.0	30.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	43	100.0	14.0	58.1	14.0	14.0	27.9
	4	26	100.0	11.5	57.7	15.4	15.4	30.8
	5	27	100.0	22.2	51.9	14.8	11.1	25.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 283)</b>				
First graders who attended full-day kindergarten	100.0%	No change	99.1%	100.0%
Retention rate	1.3%	Down from 1.8%	1.3%	2.8%
Attendance rate	97.1%	Up from 96.5%	97.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 7.1%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 7.1%	0.0%	0.0%
Eligible for gifted and talented	0.0%	No change	27.5%	10.4%
On academic plans	21.8%	N/AV	18.2%	33.6%
On academic probation	10.7%	N/AV	2.9%	1.0%
With disabilities other than speech	3.6%	Down from 4.7%	5.6%	7.5%
Older than usual for grade	0.0%	No change	0.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 22)</b>				
Teachers with advanced degrees	68.2%	Up from 57.9%	59.0%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	3.0%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 5.3%	0.0%	0.0%
Teachers returning from previous year	94.4%	Up from 90.5%	88.6%	87.3%
Teacher attendance rate	93.9%	Down from 94.8%	94.5%	94.9%
Average teacher salary	\$41,815	Up 8.1%	\$44,613	\$42,485
Prof. development days/teacher	16.5 days	Up from 14.4 days	14.0 days	13.3 days
<b>School</b>				
Principal's years at school	1.0	No change	4.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Up from 17.1 to 1	20.4 to 1	18.6 to 1
Prime instructional time	88.7%	Down from 90.1%	90.0%	89.7%
Dollars spent per pupil*	\$7,250	Up 7.1%	\$6,138	\$6,557
Percent of expenditures for teacher salaries*	71.2%	Down from 73.0%	66.4%	64.0%
Percent of expenditures for instruction*	78.7%		70.0%	69.1%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	99.0%	Down from 99.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

For the sixth year, Brockman faculty and staff continued to educate families within our community using the Montessori Way as the only full Montessori public school in Richland School District One. In addition to our unique status, we are an Initiate Member School of the American Montessori Society.

Our Montessori Way is based on educating the whole child in areas of academics, socialization, creativity, physical well-being, and emotional well-being. Our children are arranged in multi-aged groups of three teams. The Primary team is responsible for three, four, and five-year-olds (kindergarteners) and their families. The Lower Elementary team is responsible for six (first graders), seven (second graders), and eight-year-olds (third graders) and their families. The Upper Elementary team is responsible for nine (fourth graders) and ten-year-olds (fifth graders) and their families. All children experience visual arts, music, physical education, Spanish, and media center time. All faculty are either in the process or have completed total Montessori certification. All instructional staff has received Montessori philosophy and some methodology training. Over one third of our faculty has attained or is pursuing National Board certification. The Brockman Office staff consistently receives high ratings by auditors. Brockman custodians have earned the rating of Superior by surprise reviews of building cleanliness.

Brockman has enjoyed many new events this year, such as being a Level Two Professional Development School in relationship with the University of South Carolina. Brockman also had many visits from interested students at Midlands Technical College. For the 2005/2006 academic year, Brockman was awarded the Educating Everyone Through Technology grant, increasing the use of technology as a tool of expression. We had a very successful South Carolina Montessori Alliance conference in 2005 with over 200 public and private Montessorians visiting our school! Another event was a very successful Montessori Education Week in 2006, with a reception at the Summit Club and recognition by the Senate. Nationally recognized Montessorians Jonathan Wolff and Sister Anthonita visited and advised our faculty, staff, and parents. For the first time, our arts performances included multimedia approaches that were very well received by our families.

Our School Renewal Plan was a standard for daily activities and we either met or exceeded each goal in the areas of academics, staffing, and school climate. We are now looking ahead for areas of improvement for the 2006/2007 school year so that we may continue our positive, peaceful path towards making the world a better place!

With the help of the SIC, the PTA, the FAB, or the ASC and all of our families, we have had a great year! You are invited to come see us!

Reggie Nathaniel Revis, Ed.D., Principal  
Tami Ashford-Carroll, Ph. D. SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
<b>Number of surveys returned</b>	24	28	26
<b>Percent satisfied with learning environment</b>	100.0%	78.6%	100.0%
<b>Percent satisfied with social and physical environment</b>	95.8%	88.9%	96.0%
<b>Percent satisfied with school-home relations</b>	100.0%	92.6%	100.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.